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EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA. SECOND PROGRESS REPORT, NOVEMBER 15, 1964-JANUARY 1, 1965.

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YOUTHFUL OFFENDERS SERVING PRISON SENTENCES WERE EXPERIMENTAL SUBJECTS IN A MANPOWER TRAINING PROGRAM INVOLVING COURSES IN WELDING, APPLIANCE REPAIR, RADIO AND TELEVISION REPAIR, AUTO REPAIR, BARBERING, TECHNICAL WRITING, AND BRICKLAYING. THESE COURSES LASTED 26 OR 52 WEEKS, AND EACH HAD AN ENROLLMENT OF 10 STUDENTS. STUDENT EVALUATION AND SELECTION WAS COMPLETED FOR SEVEN COURSES, AND COUNSELING AND TRAINING STARTED. FACILITIES REMODELING WAS NEARLY COMPLETED. PUBLIC RECEPTION OF THE PROJECT WAS EXCELLENT, AND JOB PLACEMENT EFFORTS RESULTED IN SOME JOBS FOR SPRING GRADUATES. THE PRODUCTION OF PROGRAMED MATERIALS WAS APPROXIMATELY 2 WEEKS BEHIND SCHEDULE. NEGOTIATIONS WITH THE STATE PARDON AND PAROLE BOARD WERE BEING CARRIED OUT ON BEHALF OF THOSE INMATES WHOSE RELEASE DATES DID NOT COINCIDE WITH THEIR TRAINING COMPLETION DATES. THREE STUDENTS FROM THE UNIVERSITY OF ALABAMA WERE EMPLOYED AS MEMBERS OF THE COLLEGE COUNSELING CORPS ON A COOPERATIVE BASIS. THE APPENDIXES INCLUDE A SAMPLE ENROLLMENT APPLICATION, AN OUTLINE OF THE TRAINING PROGRAM FOR COLLEGE STUDENTS, SAMPLE TRAINEE PERSONAL DATA FORM, TRAINEE JOB LOCATION PREFERENCE BY CITIES, AND PAROLE SCHEDULE DATES FOR EACH TRAINEE. (EM)

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SECOND PROGRESS REPORT

NOVEMBER 15, 1964 to JANUARY 1, 1965

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT

FOR

TRAINING AND PLACEMENT OF YOUTHFUL INMATES

OF

DRAPER CORRECTIONAL CENTER

AT

ELMORE, ALABAMA

Manpower, Development and Training Act

Prepared by

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VT 02193

PROGRESS REPORT

November 15, 1964
To
January 1, 1965 ~~to February 15, 1965~~

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR
TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF
DRAPER CORRECTIONAL CENTER AT ELMORE, ALABAMA

No group, no class, no individual in society more clearly exemplifies failure and frustration than does the offender.

The institutional program set up for him is not as committed to human development and change as it is to merely holding him in custody. He is returned unprepared for normal existence and unwanted by a watchful, apprehensive community. He is as embittered toward society as society is hostile toward him. Under these circumstances the cycle of crime and incarceration repeats itself, and when it does the chances of further repetition leap even higher.

At Draper Correctional Center, Elmore, Alabama, this cycle created by poverty's worst by-product -- the unskilled and anti-social being -- is being intercepted through an experiment in vocational training and human development for the offender. Different methods are being developed to present theory and practice of a trade. Personal-social skills are being taught that will help the offender to enter free society as a full participant.

The trainees who have been selected to benefit from the program are 16 through 23 years of age with a parole release date that will reasonably coincide with completion of training. In no case will any vocational course last longer than 52 weeks. Five of the seven courses included in the training plans will take approximately six months to complete. Therefore, five will be repeated during the last six months of the training period.

Programmed instruction has a principle function in the experimental phases of the vocational programs. The development of these self-instructional lessons is being carried out for several basic trades for which such programmed materials do not now exist. Guidelines for their proper use will be made available to both correctional and public institutions. Other programmed instructional materials, which are already in print, are being used for remedial purposes.

Experimental and Demonstration Features

The program planned for the selected trainees will seek to demonstrate that:

1. Institutionalized youthful offenders can be successfully evaluated, selected, counseled, and trained for a vocation.

2. Programmed materials can reduce the preparatory and vocational training time which is necessary for traditional training materials.

3. Employers throughout the State of Alabama can be induced to hire parolees who have completed this program.

4. Intensive vocational and personal counseling can assist in modifying psychological and behavioral problems of these inmates and enable them to become employable citizens who are capable of adjusting to the demands of a free society.

5. Direct family counseling can effect an easier transition from the prison to the home and also improve the community's acceptance of the individual.

6. College students (males) studying counseling and guidance can receive qualified field training for practicum credit.

7. Volunteers can be recruited from the surrounding communities to assist in the pre-release program.

8. Community involvement can be generated to establish social committees to sponsor individual inmates who will be paroled to the community.

Administration

Interviews are still being held in order to find qualified staff members to fill the vacancies in both the experimental-demonstration and the vocational training parts of this project. Three college student counselors have been hired to begin work February 1, 1965. Because of a low entry salary and a shortage of qualified people, the shop supervisor vacancy has not been filled. Also a shortage of male secretaries has prevented us from operating at top efficiency.

The following in-service training has been given to Staff Personnel:

1. Teacher Education -- Two hours by J. F. Ingram, State Director of Vocational Education.

2. Organization and Lines of Authority -- One hour by Dr. John M. McKee, Project Director.

3. Modification of Convict Behavior -- One hour by John C. Watkins, Warden of Draper Correctional Center.

Two sessions, Teacher Education and Modification of "Convict" Behavior, were taped for future use with new staff members.

Remodeling has almost been completed in the garage area for the Service Station Mechanic-Attendant course; the other areas were completed several weeks ago. The Board of Corrections has submitted a request for proper lighting to be installed at its expense. The installation of light fixtures and the ceilings should be completed during February.

Purchase and delivery of equipment and supplies remain a problem because of Draper's isolated location.

Maxwell Air Force Base, through its Excess Property Warehouse, has supplied the majority of the experimental equipment needed. Much of it was beyond repair, but some of the office furniture and equipment was usable after minor repairs were made. However, the dilapidated appearance of these furnishings does not at all encourage respect of the inmates for such property, or even for the project itself.

Recruiting

The recruiting of students for the new classes in barbering, welding, bricklaying, small electric appliance repair, and service station mechanic-attendant is underway. Revised announcements and application forms have been forwarded to the Commissioner of Corrections for proper distribution to prospective students. (See Appendix A.) These classes will begin in May.

The Placement Officer has worked closely with the Counselors in revising the announcements. The revision was needed in order to clarify minimum requirements pertaining to parole eligibility. It has now been established that approximately 12 trainees currently enrolled have parole set-ups extending beyond two months after completion of training. (See Appendix A.)

We do not anticipate for the next classes any disparity between completion of training and parole release, because we have been given the criteria for parole which are generally followed by the State Pardon and Parole Board. Moreover, this Board will actually participate in the selection of students for the next classes. Finally, application forms have been revised to include more information on the individual which will aid in better selection of students.

After receipt of the preliminary application forms an orientation to the school will be given to all applicants. This orientation will include schedule of classes, job demands, salaries, working conditions, and other pertinent information concerning the school and courses.

Individual interviews will be conducted to obtain information on past work experience, occupational interest, educational background, health, age, and criminal record. This information will be used to determine if the applicants meet the requirements of the Experimental-Demonstration Project as outlined in the announcement.

Tests to be given include the California Achievement Tests, the Kuder Vocational and Personal Inventories, and the General Aptitude Test Battery. The accumulated data from interviews, tests, and possibly a pre-vocational training period should help the applicant in making a more realistic choice of training desired. Plans for the pre-vocational training have not been completed yet. Criteria for selection of students by classes will be formulated during the pre-vocational training period.

The Placement Officer is continuing consultations with members of the Pardon and Parole Board in establishing parole dates which coincide with the completion of training. All parole release dates are set by the Parole Board after a careful review of each trainee's personal prison record. The Board also takes into consideration any new offenses which may have occurred during confinement. The Board is usually aware of "hold-overs" received from legal authorities for which an inmate must stand trial upon release. The Parole Board has been cooperative in all instances and has done more than might have been expected in some cases. No practical solution has been found to eliminate the problem of additional hold-overs arriving after selection for training, but every effort is being made to find a solution.

Employees of the Board of Corrections have cooperated fully in the recruitment by providing information available in their record files.

It is becoming more evident every day that the average trainee now enrolled in the project desperately needs the vocational training, counseling, and placement attention which he is now receiving. A general change of attitude in the inmate and a genuine desire to complete successfully the course are developing daily. Most inmates have expressed a desire to "live down" their past records and make a concerted effort toward becoming productive, law-abiding citizens.

Counseling

During this reporting period, 20 different students have had counseling sessions with the counselors. Several students have had three or more sessions. Reasons for requesting counseling include parole problems, family problems, training problems, personal problems, occupational information, college preparation, and others. The Clinical Psychologist Consultant who makes periodic visits is working with five students who have severe personality problems. Counseling summaries will be included in one of the future reports.

More intensive individual counseling should be conducted. Due to short training periods (6 months) students do not have enough free time for counseling. It is not always convenient to schedule counseling sessions during class periods, and the inmates are not allowed to remain after class. With the help of the college counselors, more students can be reached.

These college co-op counselors will serve as assistants to the personal and vocational counselors and may perform other duties related to guidance and counseling. The training program for these college co-op counselors has been approved by the University of Alabama and Auburn University for practicum credit. (Appendix B describes the approved training program.)

No students have been dropped from courses during this reporting period.

Training

It is the responsibility of the State Division of Vocational Education to administer the program through the designated training agency, Draper Correctional Center. The program is being coordinated by the State Director of Vocational Education. Supervision of the program's organization and development is provided by the State Supervisor of Manpower Development and Training Program. The Commissioner of the Alabama Board of Corrections is the public official responsible for the funds allocated for training. The Project Director, with the aid of consultants, planned and organized the training program, as well as the experimental-demonstration phase of the project. Direction and coordination of all phases have been the responsibility of the Assistant Project Director.

Program Purposes and Objectives

A significant purpose of this project is to adapt to traditional vocational training certain recently developed but proven teaching techniques. These techniques are now being applied with success (generally under the name of programmed instruction)

by various agencies, such as the Training Branch of the U. S. Communicable Disease Center, the U. S. Air Force Training Command, the Agency for International Development, and many schools and industries. We propose to create programmed materials for several basic trades for which such materials do not now exist, and to put them to work in a vocational education project designed to train a group of male youthful offenders who are clearly a hard-core employment problem upon release. Our further purpose is to develop the necessary guides that will make these materials and their proper use available to both correctional and public education institutions.

The specific purposes of the training phases of this project are as follows:

1. To select and train a group of incarcerated, youthful offenders for several useful trades. The proposed courses for the project are as follows: Combination Welder, Radio & TV Repair, Small Electrical Appliance Repair, Automobile Service Station Mechanic-Attendant, Barber, Bricklayer, and Technical Writer.

2. To significantly reduce the preparatory and vocational training-time through the construction of programmed materials of two kinds:

   a. Programs that serve as adjuncts to existing training materials, making these materials easier for the student to understand

   b. Programs that replace existing materials, particularly those that are most inadequate for the more difficult parts of the training job

3. To assess ways of improving the training and programming service and to insure proper job placement and guidance of the trainees after parole.

4. To make available to correctional and public educational institutions both the training materials and the procedures for their use.

The MDTA Codes, occupational titles, DOT Codes, length of training, and the number of trainees, for each course are shown in the table below:

CODE	TRAINING AREA	DOT	LENGTH OF TRAINING	NO. OF TRAINEES
Ala-(YM)5001-001	Combination Welder	4-85.040	26 Weeks	10
Ala-(YM)5001-002	Small Electric Appliance Repairman	7-83.058	26 Weeks	10
Ala-(YM)5001-003	Radio & Television Repairman	5-83.416	52 Weeks	10
Ala-(YM)5001-004	Automobile Service Station Mechanic	7-81.011	26 Weeks	10
Ala-(YM)5001-005	Barber	2-32.01	26 Weeks	10
Ala-(YM)5001-006	Technical Writer	0-06.90	52 Weeks	10
Ala-(YM)5001-007	Bricklayer	5-24.010	26 Weeks	10
				70

Remedial or Basic Education

Since the purchase and installation of the learning stations or booths, the atmosphere of the class has completely changed. The beginning of good study habits is evident: students are quiet, orderly, and busy, and the work of each student is showing a marked improvement in quantity and quality.

In order to alleviate the overcrowded classes, the technical writing class has been attending night school in the prison. The radio and TV class is attending remedial classes in the afternoon rather than in the mornings as the original schedule called for. Several students have expressed the desire to be allowed more time to work on the self-instructional materials. They want to spend more time in class, or they want to be permitted to take the materials into the prison on weekends.

Out of the variety of tests given during this period, only 10% of the grades fell below 85. Only .05% have been unable to make above 85 on the same material after a brief review of those points with which they had difficulty. With very few exceptions, attendance, conduct, and attitudes have been excellent.

Shop and Related Classrooms

Due to limited space, each instructor feels that the cramped working conditions do not allow sufficient room for all students to practice. Nevertheless, students are learning to use the tools and equipment in every course, except for the ones in Service Station Mechanic Attendant class. This shop area has not been completed because of several complications. Installation of the auto lift has been delayed because no one was available to dig and pour concrete around it. Unfortunately, water was hit when the hole was dug for it. It was necessary to cap the well before further work could continue.

Classrooms are almost completely furnished, but more money is needed before all the necessary teaching aids can be furnished. Many tools, supplies, and equipment are essential before the instructors can train the students properly. As soon as money is made available, this problem will be solved.

A shop supervisor is needed desperately to aid each instructor with the program plans for the different courses. Of the several men who have been interviewed for the position, none have met state qualifications. Teaching methods, motivational techniques, and record keeping are just a few areas requiring the services of a supervisor.

The Technical Writing class is approximately two weeks behind schedule. This slow progress is thought to be due to (1) an underestimation of the learning speed of the students by the instructor; (2) lack of sufficient time given to the apprentices by the various vocational instructors; (3) unforeseen quantity of administrative and allied work by the instructor; (4) delay in getting typewriters; and (5) inefficient division of time by the instructor to his dual responsibilities of Chief Programmer and Technical Writing Instructor.

Materials Improvement Section

Because this reporting period is still part of the staff training phase, little observable production can be reported. Too, the nature of the system of analysis lengthens the production time of training materials.

The problem of inadequate reference materials has been alleviated to a great extent. Much of the material has been ordered and received from the publisher. Presently, each member of the staff has a "teaching lesson" in progress. These four lessons should be in the testing and evaluation phase during the next reporting period.

Plans include more separation of the Materials Improvement Section from the Technical Writing class. The Section will serve as a general advisory group and attend to the final editing, printing and evaluation of materials produced by the Technical Writing class; however, the staff will not serve on a regular instructional basis as is presently the case.

Lessons in process by the staff consist of: "Reading a Vernier Scale," "Reading a Circuit Diagram," "Automotive Trouble-Shooting," "Setting Up a Household Budget," and "Filling Out the Short Form."

Job Development and Placement

The Placement Officer has developed an "Individual Trainee Personal Data Form" (see Appendix C) to obtain pertinent information for individual placement. A personal interview was held with each trainee to obtain this information. From this form the Placement Officer has established a travel itinerary to secure jobs in the communities chosen by the trainees. (See Appendix D.) Additional information desired by prospective employers has also been included, such as previous work experience, salary expected, and criminal offenses committed.

Plans are now being made to follow up on previous contacts with Parole Supervisors where trainees will locate in order to develop a residential program (including living quarters).

The promotional activities to create interest in the Project and the objective of placing the trained inmates in jobs after being paroled have included talks by the Placement Officer, the Commissioner, the Project Director, and the Warden. Several talks have been made about the state to civic organizations, business groups, and churches. Additional talks have been scheduled.

A continuous stream of visitors are conducted through "guided tours" where they see the actual work and training taking place. An orientation, outlining and explaining the objectives of the experiment, is given to each individual or group visiting the Project. Reactions of visitors have been very favorable.

Follow-up contacts have been made with various representatives of the mass media to solicit their aid in publicizing the program. Plans are now underway to do feature stories for the larger newspapers and local television.

Contact with prospective employers in the various trades are being made, and a list is being compiled for future use in placement. Firm commitments for several students have already been made by some employers, and other commitments are expected in the near future.

Since many of the trainees are still in their "teens," an effort is being made to contact Youth Aid Bureaus in the various cities where the parolee will be located. The Placement Officer has contacted the Director in Montgomery, Alabama, because a large percentage desire a job there. He has agreed to cooperate wholeheartedly in helping to solve problems of readjustment.

The Placement Officer and the Counselors will make periodic visits to each trainee after initial placement to determine individual success in job performance, social readjustment, family relationship, additional academic achievements, and training evaluation. This information, along with other data, will be collected and correlated by the use of an evaluation form now in the process of development. A copy of this form will be included in the next progress report.

Several trainees have expressed the desire to be placed in states other than Alabama. It has not yet been established whether funds will be made available for such travel for the Placement Officer. Most of the trainees requesting placement outside Alabama are originally from other states and have family connections there. They committed criminal acts in Alabama; therefore, they are serving sentences here. The Alabama Pardon and Parole Board is responsible for the parole supervision of these inmates upon release unless the Parole Board of the other state accepts this responsibility. Upon acceptance by the other state, the Alabama Parole Board releases the inmate to that state for parole supervision. However, an inmate cannot be paroled under any circumstances if he does not have a job waiting for him upon release.

Unless the parolee from another state is allowed to return to that state for employment and to his family, his complete rehabilitation program might be jeopardized. A majority of the trainees have exhibited very strong family ties. Since most of these students are still in their "teens," some supervision by a mature relative might be in their best interest. However, before any inmate is paroled to a specific community (in Alabama or in another state), an investigation will be made to determine acceptable influences in that community and the effects these influences would have on the trainee's rehabilitation program.

Summary

Youthful offenders serving prison sentences at Draper Correctional Center, Elmore, Alabama, are experimental subjects in the Experimental and Demonstration Manpower Project for Training and Placement. Evaluation and selection of students for seven courses have been completed, and the counseling and training for a vocation are now in progress. The training program is running more smoothly and effectively; remodeling is nearly completed, and the staff is becoming progressively more adept in handling its responsibilities.

The Job Placement Officer is stepping up his contact work with communities about the state, and reception of the project has been excellent. Prospects for placing graduates are looking better constantly. In fact, some jobs have already been secured for the men who will be graduating in the late spring.

The production of programmed materials for use in the various vocational programs is approximately two weeks behind schedule. Since this phase of the project is a basic one, intense effort will be applied to remedy the problems causing delays. At any rate, some of the first programs will be in the try-out stage during February of this year.

Project staff is still negotiating with the State Pardon and Parole Board on behalf of the few remaining inmates whose release dates do not coincide with completion of training.

Recruitment techniques have been refined and strengthened. A closer working relationship in selection of new trainees has been agreed upon with the State Pardon

and Parole Board. A pre-vocational try-out period will be instituted, along with more intensive couseling before selection.

Three co-op college students have been employed as members of the College Counseling Corps. All three students are from the University of Alabama. One of these college students will receive practicum experience credit amounting to six course-hours.

This Educational and Development Project is now well on its way toward accomplishing the goals of training youthful offenders in skills that will aid them in making a good living without having to steal. Jobs are being secured for them and an intensive community follow-up program is being devised which should serve to keep them out of prison.

Statistics

All of the inmate trainees have low socio-economic backgrounds. Most of them are from very large families -- with an average of four or more siblings. A majority of the parents have never completed an elementary education. Many of the families are still welfare recipients.

All of the trainees are serving sentences for offenses which involved stealing money or goods either through larceny, embezzlement, forgery, or burglary. Those inmates with previous work experience usually received low wages and suffered during seasonal "lay-offs." In fact, most of them got into trouble during an unemployed period. Seventeen per cent of them had no work experience in the "free world." Approximately 60 per cent of them are recidivists who were confined to either reform schools, jails, or penal institutions for previous offenses.

It seems, then, that the task of the Draper Vocational Experimental-Demonstration Project is threefold:

1. To train these boys for a vocation which will provide them with an adequate income,

2. To teach them how to manage the wages which they receive, and

3. To provide intensive counseling toward personal and social behavior changes.

Assuming that these tasks can be accomplished, recidivism could be greatly reduced, consequently, and 70 inmates could become useful, tax-paying citizens.

Socio-economic information is presented on the following pages in the statistical tables.

SOCIO-ECONOMIC INFORMATION

Training Course: Auto Service Station Mechanic-Attendent

Trainee No.	Crime	Recidi-vist	County from which Sentenced	Past Work Experience	Married	Family Welfare Recipient
1	Burglary	No	Lamar	Textile	No	No
2	Burglary	Yes	Tuscaloosa	Baker	No	No
3	Grand Larceny	Yes	Mobile	Baker	No	Yes
4	Burglary	Yes	Cullman	Mechanic	No	No
5	Grand Larceny	Yes	Jefferson	Lineman (Tel.)	No	No
6	Burglary	No	Lee	Truck Driver	Yes	No
7	Burglary	Yes	Covington	Ser. Sta. Atten.	No	No
8	Forgery	No	Clarke	Truck Driver	No	No
9	Forgery	No	Bibb	Ser. Sta. Atten.	No	No.

Training Course: Technical Writing

Trainee No.	Crime	Recidi-vist	County from which Sentenced	Past Work Experience	Married	Family Welfare Recipient
1	Robbery	Yes	Houston	None	No	No
2	Grand Larceny	Yes	Montgomery	Electrician	Yes	No
3	Robbery	No	Tuscaloosa	Tree Surgeon	No	Yes
4	Burglary	No	Houston	Salesman	No	No
5	Forgery	Yes	Barbour	Ser. Sta. Attn.	No	No.
6	Burglary	Yes	Jefferson	Cafe Work	No	No
7	Robbery	Yes	Walker	Painting	No	No
8	Robbery	Yes	Montgomery	Tire Recapper	No	No
9	Burglary	No	Lee	None	Yes	Yes
10	Grand Larceny	Yes	Mobile	Electrician	No	No

Training Course: Welding

Trainee No.	Crime	Recidi-vist	County from which Sentenced	Past Work Experience	Married	Family Welfare Recipient
1	Grand Larceny	No	Lee	Cotton Mill	No	No
2	Robbery	Yes	Jefferson	Truck Driver	No	No
3	Forgery	Yes	Calhoun	Painter	Yes	Yes
4	Burglary	Yes	Houston	None	No	No
5	Burglary	Yes	Madison	None	No	Yes
6	Burglary	No	Morgan	Yard Boy	No	Yes
7	Burglary	Yes	Butler	Laborer	No	Yes
8	Burglary	Yes	Talladega	Cotton Mill	Yes	Yes
9	Grand Larceny	Yes	Montgomery	Auto Body Repr.	No	No
10	Rape and Grand Larceny	Yes	Baldwin	Seaman	Yes	No

SOCIO-ECONOMIC INFORMATION (continued)

Training Course: Small Electric Appliance Repair

Trainee No.	Crime	Recidivist	County from which Sentenced	Past Work Experience	Married	Family Welfare Recipient
1	Burglary	No	Lee	Sheet Metal	Yes	No
2	Burglary	Yes	Tallapoosa	Cotton Mill	No	No
3	Robbery	Yes	Jefferson	Roofer	No	No
4	Burglary	No	Pike	Clerk	Yes	Yes
5	Burglary	No	Mobile	Plumber	No	No
6	Burglary	No	Blount	Tractor Driver	No	No
7	Robbery	No	Colbert	None	No	No
8	Grand Larceny	Yes	Blount	Pulp Wood	No	Yes
9	Embezzlement	Yes	Morgan	Carpenter	Yes	Yes
10	Grand Larceny	No	Tallapoosa	None	No	No

Training Course: Bricklaying

Trainee No.	Crime	Recidivist	County from which Sentenced	Past Work Experience	Married	Family Welfare Recipient
1	Grand Larceny	Yes	Montgomery	Truck Driver	No	No
2	Grand Larceny	No	Lowndes	Delivery Boy	No	No
3	Burglary	Yes	Winston	Store Clerk	No	No
4	Burglary	Yes	Winston	None	No	Yes
5	Burglary	Yes	Mobile	Dairy farming	No	Yes
6	Burglary	No	Tallapoosa	Bricklayer	Yes	No
7	Grand Larceny	Yes	Walker	None	No	Yes
8	Grand Larceny	Yes	Etowah	Textile	No	No
9	Grand Larceny	Yes	Jefferson	Cafe (Kitchen)	No	No
10	Burglary	No	Lee	Machinist	No	No

Training Course: Barber

Trainee No.	Crime	Recidivist	County from which Sentenced	Past Work Experience	Married	Family Welfare Recipient
1	Forgery	No	Houston	Truck Driver	No	No
2	Burglary	No	Mobile	Grocery Checker	No	No
3	Burglary	No	Lawrence	Fruit Picker	No	No
4	Assault (Rob.)	Yes	Dallas	Machinist	No	No
5	Rec. & Conc. Stolen Prop.	Yes	Mobile	Barber	Yes	Yes
6	Burglary	Yes	Mobile	Barber	Yes	Yes
7	Forgery	Yes	Cullman	Cafe Chef	No	No
8	Grand Larceny	No	Mobile	Carpenter	Yes	Yes
9	Robbery	Yes	Montgomery	Wood work	No	No
10	Burglary	No	Bullock	None	No	No

SOCIO-ECONOMIC INFORMATION (continued)

Training Course: Radio and Television Repair

Trainee No.	Crime	Recidivist	County from which Sentenced	Past Work Experience	Married	Family Welfare Recipient
1	Robbery	Yes	Houston	Mechanic Helper	No	No
2	Forgery	Yes	Tuscaloosa	None	No	No
3	Theft	Yes	Chanbers	Newspaper Copy	No	No
4	Burglary	Yes	Mobile	None	No	No
5	Robbery	No	Jefferson	Ice Plant Lbr.	No	No
6	Grand Larceny	No	Marengo	None	No	No
7	Grand Larceny	No	Marengo	None	No	No
8	Grand Larceny	Yes	Jefferson	Rigger	No	No
9	Robbery	No	Montgomery	Stockboy	No	No
10	Burglary	No	Mobile	Auto Body Repr.	No	No

APPENDIX A

ANNOUNCEMENT

ENROLLMENT APPLICATION

A N N O U N C E M E N T

APPLICATIONS ARE NOW BEING ACCEPTED FOR THE VOCATIONAL COURSES AT THE DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA.

COURSES AVAILABLE	DATES OF TRAINING
1. Combination Welding	June, 1965 to December, 1965
2. Bricklaying	May, 1965 to December, 1965
3. Small Electric Appliance Repair	May, 1965 to December, 1965
4. Barbering	May, 1965 to December, 1965
5. Auto Service Station Mechanic-Attendant . . .	June, 1965 to December, 1965

ALL STUDENTS IN THE PROGRAM WILL BE HOUSED AT DRAPER FOR THE PRESCRIBED LENGTH OF THE COURSE SELECTED.

QUALIFICATIONS FOR APPLICANTS

1. Inmates of the Alabama Prison System
2. Ages 16 through 23
3. Good health
4. Good possibilities for parole which will coincide with the end of the selected training course
5. Be willing to sign a parole waiver if needed
6. All students must be placed on jobs for which they receive training

INSTRUCTIONS

1. Get an application form from the GUARD'S OFFICE
2. Complete the application form in full and return it to the GUARD'S OFFICE.
3. All completed application forms must be turned in to the GUARD'S OFFICE by 5 P.M. on January 15, 1965.
4. Even though you have filed an application for previous classes, a new application form should be filled out and turned in to the GUARD'S OFFICE.
5. After all applications have been received, the applicants will be tested. The dates for testing will be announced later.

ENROLLMENT APPLICATION
for
DRAPER VOCATIONAL COURSES

Name: _____ _____ _____
(Last) (First) (Middle)

Serial Number: _____ Date of birth: _____ ____ ____
(Month) (Day) (Year)

Present Address: _____

Length of sentence: _____ Parole set-up date: _____

Short-time release date: _____ Long-time release date: _____

Do you have any hold-overs? Yes___ No___ If so, how many? _____

Custody: (Check one) _____ Maximum
_____ Medium
_____ Minimum

Have you been tried and sentenced for these hold-overs? Yes___ No___

In the "free world" what was the highest grade in school which you attended or completed? _____ Name of School: _____

Address: _____

If you have attended school while in prison, what is the highest grade which you have completed inside? _____ Where? _____

COURSES AVAILABLE

SIX MONTHS COURSES
(May, 1965 - November, 1965)

Bricklaying
Barbering
Service Station Mechanic-Attendant
Welding

TWELVE MONTHS COURSES
(November, 1965 to November, 1966)

Technical Writing

Radio & T. V. Repair

Write in the spaces below the courses in which you are most interested:

First Choice: _____

Second Choice: _____

Third Choice: _____

If you are accepted in one of the courses and later become eligible for parole before completion of the course, would you be willing to sign a parole waiver?
Yes _____ No _____

_____
(Write your complete name here)

APPENDIX B

TRAINING PROGRAM FOR COLLEGE CO-OP STUDENTS

TRAINING PROGRAM FOR COLLEGE CO-OP STUDENTS

College co-op students will serve as assistants to the vocational and personal counselors and may perform other duties related to the project. They will be employed one or more quarters or semesters.

Those students will be under the supervision of experienced counselors whose qualifications are outlined in Attachment A. In addition to their direct relationship with the vocational and personal counselors, they will work with the Project Director, the Assistant Project Director, the Placement Officer, the Clinical Psychologist, the Remedial Instructor, and other members of the staff whose qualifications are also outlined in Attachment A.

The college co-op students will have opportunities to function in the following areas:

I. Collecting personal data through personal interviews and questionnaires

II. Appraising aptitudes for guidance purposes

III. Evaluating achievement in a Guidance Program

IV. Appraising personal qualities and interests

- A. Tests and inventories
  1. California Mental Maturity and Achievement Tests
  2. Kuder Preference - Vocational and Personal
  3. Differential Apptitude Test
- B. Rating scales
- C. Behavioral descriptions
- D. Anecdotal records
- E. Sociometric devices

V. Testing

- A. Administering, scoring, interpreting
- B.. Organizing and profiling results and preparing both individual and group analyses

VI. Developing case-study procedures

VII. Participating in case conferences

VIII. Conducting and/or observing role-playing

IX. Appraising and using occupational-educational information

X. Conducting and/or observing group guidance procedures

XI. Working with the vocational placement officer

XII. Working with the remedial instructor

A. Administering programmed self-instructional (P.I.) materials

B. Preparing tests for P.I. materials

C. Administering tests for P.I. materials

D. Scoring tests for P.I. materials

E. Evaluating test scores for proper placement in other courses of programmed instruction.

F. Evaluating P.I. as a means of educating this type of person

APPENDIX C

INDIVIDUAL TRAINEE PERSONAL DATA FORM

VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT
DRAPER CORRECTIONAL CENTER
ELMORE, ALABAMA

INDIVIDUAL TRAINEE PERSONAL DATA FORM

A. 1. Name _____ _____ _____ 2. Social Sec. No. _____
(Last) (First) (MI)

3. Date of birth _____ 4. Place of birth _____
(City) (State)

5. Home address _____
(Street) (City) (State)

6. Marital status: Single ___1 Married ___2 Other ___3

7. Number of dependents: ___0 ___1 ___2 ___3 ___4 ___5 and over

8. Prior military status: Veteran ___1 Non-veteran ___2 Rejectee ___3

9. Address (given above) occupied by: Wife ___1 Mother ___2 Father ___3 Other ___

B. 1. Father's name _____ 2. Living ___1 Deceased ___2

3. Address _____ 4. Occupation _____

5. Mother's name _____ 6. Living ___1 Deceased ___2

7. Address _____ 8. Occupation _____

9. Parents: Living together ___1 Divorced ___2 Separated ___3

C. 1. Highest grade completed in public school:
code 0 1 2 3 4 5 6
grade 0 1 2 3 4 5 6 7 8 9 10 11 12

code College: 7 8 9
year 1 2 3 4 4+

2. Highest grade completed in prison schools:
code 0 1 2 3 4 5 6
0 1 2 3 4 5 6 7 8 9 10 11 12

code College: 7 8 9
year 1 2 3 4 4+

3. Last public school attended _____

Address _____
(City) (County) (State)

4. Vocational & other special courses taken: _____

_____

_____

5. Hobbies and other special interests: _____

_____

6. a. M.D.T.A. instruction at Draper:

Welding	___1	Barbering	___5
Bricklaying	___2	Tech. Writing	___6
Auto-Mechanic	___3	Radio-TV Repair	___7
Elec. Appl. Repair	___4		

b. Section No. _____ Beginning date _____ Completion date _____

c. Instructor _____
(Name)

d. Instructors evaluation of class achievement:

Outstanding	_____1
Above average	_____2
Average	_____3
Generally poor	_____4
Completely unsatisfactory	_____5

D. 1. Civilian occupation _____

2. Length of experience in occupation _____
(Years) (Months)

3. Last civilian job held: _____
(Title of Job)

a. Length of time worked From: _____ To: _____
(Month & Year) (Month & Year)

b. Salary: Beginning _____ Upon termination _____

c. Reason for leaving _____

_____

E. 1. Job location preference upon completion of training:

a. First choice: _____
(City) (County) (State)

Reason chosen _____

b. Second choice: _____
(City) (County) (State)

Reason chosen _____

c. Third choice: _____
(City) (County) (State)

Reason chosen _____

2. Minimum starting salary expected: _____ (monthly)

3. Would reside with:

Mother	___1	Brother	___4	Other	___7
Father	___2	Wife	___5	(Specify other)	_____
Sister	___3	Alone	___6	_____	

4. Name & address of individual checked above _____

_____

F. 1. Crime for which currently serving time _____

2. Where crime was committed _____

3. Date convicted _____ Age at time of trial _____

4. Length of sentence _____ Amount of time served _____

APPENDIX D

FIRST PREFERENCE JOB LOCATIONS OF STUDENTS IN SIX MONTHS COURSES

FIRST PREFERENCE JOB LOCATION OF STUDENTS IN TWELVE MONTHS COURSES

JOB LOCATION CHOICE BY COURSE

JOB LOCATION MAP

FIRST PREFERENCE JOB LOCATIONS OF STUDENTS IN SIX MONTHS COURSES

IN STATE OF ALABAMA

CITY	NUMBER SELECTING
Montgomery, Alabama	13
Birmingham, Alabama	6
Mobile, Alabama	4
Sylacauga, Alabama	2
Tuscaloosa, Alabama	2
Russelville, Alabama	2
Dothan, Alabama	1
Opelika, Alabama	1
Gadsden, Alabama	1
Calera, Alabama	1
Andalusia, Alabama	1
Millport, Alabama	1
Bessemer, Alabama	1
Huntsville, Alabama	1
Greenville, Alabama	1
Anniston, Alabama	1
TOTAL IN STATE	39

IN OTHER STATES

CITY	NUMBER SELECTI
Pensacola, Fla.	3
New Orleans, La.	2
Miami, Florida	1
Sanford, Florida	1
Columbus, Georgia	1
Fort Worth, Texas	1
Mt. Vernon, Illinois	1
Hamilton, Ohio	1
San Luis Obispo, Calif.	1
Total out of State	12

TOTAL NUMBER TRAINEES IN 6 MONTHS COURSES 51

FIRST PREFERENCE JOB LOCATION OF STUDENTS IN TWELVE MONTHS COURSES

IN STATE OF ALABAMA

CITY	NUMBER SELECTING
Montgomery, Alabama	3
Birmingham, Alabama	3
Dothan, Alabama	2
Mobile, Alabama	1
Huntsville, Alabama	1
Opelika, Alabama	1
Total in State	11

IN OTHER STATES

CITY	NUMBER SELECTING
New York, N. Y.	3
Ithaca, N. Y.	1
Los Angeles, Calif.	2
Long Beach, Calif.	1
Imperial, Calif.	1
Minneapolis, Minn.	1
Columbus, Georgia	1
(No choice)	1
Total out of State	11

TOTAL NUMBER TRAINEES IN 12 MONTHS COURSE 22

AUTO SERVICE STATION MECHANIC-ATTENDANT (6 MONTHS COURSE)

COMPLETION DATE OF COURSE: May 1965

	NAME	PAROLE SET-UP 12/28/64	JOB LOCATION CHOICE
1.	Agerton, Royce E.	May 1965	Millport, Alabama (Lamar)
2.	Andrews, Charles L.	May 1965 (short)	Montgomery, Alabama
3.	Brunswick, Marion E.	May 1965	Sylacauga, Alabama
4.	Cantrell, Travis E.	June 1965	Fort Worth, Texas
5.	Fortner, Bobby Joe	Sept. 1967 (holdover, Shelby Co.)	Birmingham, Alabama
6.	Harrell, Wesley	July 1965 (short time June 19th)	Columbus, Georgia
7.	Hunley, Charles L.H.	Aug. 1965	Andalusia, Alabama
8.	Patrick, Stanley	June 1965	Tuscaloosa, Alabama
9.	Woods, James E.	(None, hold for invest.)	Tuscaloosa, Alabama

BARBERING (6 MONTHS COURSE)

COMPLETION DATE OF COURSE: April 1965

	NAME	PAROLE SET-UP 12/28/64	JOB LOCATION CHOICE
1.	Barker, Mack B.	(None, Holdover, Geneva)	Montgomery, Alabama
2.	Crittenden, Robert	Aug. 1965	Mobile, Alabama
3.	Dabbs, Jimmy	May 1965	Anniston, Alabama
4.	Freeman, James R.	May 1965	Sanford, Florida
5.	Hill, Robert Earl	June 1965	Montgomery, Alabama
6.	Lewis, Howard A.	June 1965	Mobile, Alabama
7.	Little, Johnny L.	March 1966	San Luis Obispo, Calif.
8.	McAnnally, William D.	May 1965	Birmingham, Alabama
9.	Rogers, Bruce D.	Feb. 1966	Pensacola, Florida
10.	Smith, Charles E.	June 1965	Pensacola, Florida
11.	Williams, Ralph	May 1965	Montgomery, Alabama

BRICKLAYING (6 MONTHS COURSE)

COMPLETION DATE OF COURSE: April 1965

	NAME	PAROLE SET-UP 12/28/64	JOB LOCATION CHOICE
1.	Bouyer, Frank	May 1965	Montgomery, Alabama
2.	Brown, Walter R.	June 1965	Montgomery, Alabama
3.	Coker, Tommy	July 1965	Birmingham, Alabama
4.	Flannigan, James	June 1965	Russelville, Alabama
5.	Flannigan, John	June 1965	Russelville, Alabama
6.	Johnson, Charles	Nov. 1965	New Orleans, Louisiana
7.	Leonard, Charles W.	May 1965	Montgomery, Alabama
8.	Prescott, Joe	June 1965	Mt. Vernon, Illinois
9.	Reaves, James P.	July 1965	Gadsden, Alabama
10.	Shelton, Raymond	June 1965	Birmingham, Alabama
11.	Wood, Larry W.	June 1965	Montgomery, Alabama

COMBINATION WELDING (6 MONTHS COURSE)

COMPLETION DATE OF COURSE: April 1965

	NAME	PAROLE SET-UP 12/28/64	JOB LOCATION CHOICE
1.	Bolt, Jerry F.	May 1965	New Orleans, Louisiana
2.	Densmore, Jerald	Nov. 1969	Birmingham, Alabama
3.	Free, Mack L.	May 1965	Montgomery, Alabama
4.	Ivey, William D.	Oct. 1965	Dothan, Alabama
5.	Lowery, Richard	July 1965	Hamilton, Ohio
6.	Ray, Buster		
7.	Schofield, Jimmy S.	May 1965	Greenville, Alabama
8.	Shariett, Jessie C.	May 1965	Bessemer, Alabama
9.	Truex, Donald	May 1966	Sylacauga, Alabama
10.	Wadley, John W.	May 1965	Montgomery, Alabama
11.	Wells, Ronald J.	May 1965	Mobile, Alabama

SMALL ELECTRIC APPLIANCE REPAIR (6 MONTHS COURSE)

COMPLETION DATE OF COURSE: April 1965

	NAME	PAROLE SET-UP 12/28/64	JOB LOCATION CHOICE
1.	Bozeman, Donald	May 1965	Opelika, Alabama
2.	Floyd, Joe K.	Oct. 1965	Montgomery, Alabama
3.	Harris, Donald Rex	May 1965	Birmingham, Alabama
4.	Kearley, John	Dec. 1965	Pensacola, Florida
5.	Killam, Donald	May 1965	Mobile, Alabama
6.	Lamb, Andrew	May 1965	Calera, Alabama
7.	Scoggins, Silas	June 1965	Miami, Florida
8.	Suttles, Frankie	Jan. 1966	Montgomery, Alabama
9.	Terrell, Hugh G.	May 1965	Huntsville, Alabama
10.	Tolbert, Ira Lee	May 1965	Montgomery, Alabama

TECHNICAL WRITING (12 MONTHS COURSE)

COMPLETION DATE OF COURSE: November 1965

	NAME	PAROLE SET-UP 12/28/64	JOB LOCATION CHOICE
1.	Bene, Richard	Nov. 1965	New York, N. Y.
2.	Dickey, William	Nov. 1965	Montgomery, Alabama
3.	Dunbar, James	Nov. 1965	(no choice)
4.	Englebert, Clarence	Nov. 1965	New York, N. Y.
5.	Griffin, Franklin	Nov. 1965	Dothan, Alabama
6.	Hall, Billy F.	Nov. 1965	Ithaca, N. Y.
7.	Hanes, James	Oct. 1965	Minneapolis, Minn.
8.	Jenkins, Willie	Nov. 1965	Montgomery, Alabama
9.	King, John	Nov. 1965	New York, N. Y.
10.	Roberts, James P.	Nov. 1965	Los Angeles, Calif.
11.	Smith, Allison	Nov. 1965	Columbus, Georgia
12.	Wilson, Robert	(no set-up)	Montgomery, Alabama

RADIO & T. V. REPAIR (12 MONTHS COURSE)

COMPLETION DATE OF COURSE: November 1965

	NAME	PAROLE SET-UP 12/28/64	JOB LOCATION CHOICE
1.	Barfield, Carlous	Nov. 1965	Dothan, Alabama
2.	Beck, Robert F.	Nov. 1965	Huntsville, Alabama
3.	Bowling, John E.	Nov. 1965	Opelika, Alabama
4.	King, Joseph	Oct. 1965	Mobile, Alabama
5.	Lee, Franklin D.	Nov. 1965	Birmingham, Alabama
6.	Mattison, William G.	Nov. 1965	Los Angeles, Calif.
7.	Mattison, Russell	Nov. 1965	Long Beach, Calif.
8.	Simmons, Ruble	Nov. 1965	Birmingham, Alabama
9.	Stalker, Charles	Nov. 1965	Birmingham, Alabama
10.	Valagene, Alfred A.	Nov. 1965	Imperial, Calif.

APPENDIX D.
(Heavy black outlines indicate Parole Supervisors areas)
(Circles enclosing numbers indicate number of trainees desiring these location
for placement within state of Alabama)